**Specialization: Global Educational Leadership (GEL)—Hybrid Program**

**Master's Degree**  
Master of Science (M.S.) degrees in Educational Leadership (EDLD) through EMPL focus on the development, implementation, and generation of improved outcomes in the organization and management of K-12 education. The degree is intended for individuals who wish to pursue careers in student support services, staff and community relations, program coordination, associate program coordination, or advisor positions.  
  
The M.S. degree in Educational Leadership focuses on seven major areas of specialization. Students select one of these specializations when entering the M.S. degree program.

**Specialization: Global Educational Leadership (GEL)**

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| **Program philosophy** The Global Educational Leadership (GEL) is designed to prepare leaders of educational institutions, including but not limited to traditional schools, international educational non-profit organizations, and educational businesses with a global focus, to meet the challenges and take advantage of opportunities presented by globalization. This specialization aims to help professionals to develop a deep understanding of the implications of globalization for education, cultivate leadership skills in cross-cultural settings, establish a global network of innovative education leaders, and foster a global perspective of education. The designed program provides a unique combination of educational experiences that include exposure to solid educational research, focused training in educational measurement and research methodology, high-quality interactions with visionary leaders from around the world, and opportunities to examine educational policies and practices in the global context.  The program is delivered primarily online via an innovative learning platform that includes functions for traditional courses and seminars, extensive global social networking, digital portfolio, and both synchronous and asynchronous interactions. Students have the option of participating in an intensive two week face-to-face session held in an international location as a course. |
| **Program Goals**  The goal of this specialization is to develop effective, highly-regarded, and influential leaders in educational practice, policy, and scholarship in the context of globalization. Students pursuing the Master of Science degree in Policy and Leadership have different goals. Some students wish to obtain a M.S. degree to obtain an administrative position, advance their career or return to the work force; while other students wish to situate themselves to obtain a doctoral degree.  Students pursuing the specialization of Global Education Leadership are interested in preparing students to meet the challenges of globalization. They could be current or aspiring leaders of schools that are interested in expanding their international connections or serving students from different cultures. They could also be leaders of educational organizations that serve students from different countries. They could also be teachers and leaders who are interested in working in different countries. |
| **Program Description** The program focuses on several dimensions of educational leadership in pre-K-12 educational systems in the global context including: (a) development of a global educational vision and cross-cultural leadership skills, (b) develop culturally sensitive policies and procedures that guide programs to serve diverse student populations and needs, c) creation of organizational structures and functions to facilitate change, and (d) development of meaningful measurement and analysis of educational outcomes. The specialization develops leaders who can apply theoretical frameworks, methodological approaches, and analytical skills to improve educational performance of students in diverse contexts.   The program includes three major components with a total of 45 credits: online course work (29 credits), capstone project (online and/or face-to-face) (8 credits), and global education field experience (8 credits).  The program typically takes two years to complete. Students are grouped into cohorts of 20 to 30, each led by a dedicated experienced education leader as mentor. Each cohort can choose to focus on different themes of issues to focus on for the capstone project and a location of their common global education field experiences, through discussions with their mentor. A list of mentors will be made available for student to select from at the time of application and student can indicate their preferences, although not all preferences will be granted.  **Curriculum** |

Courses:

EDLD 510 Globalization and Education (4) (Yong Zhao)

EDUC 614 Educational Statistics (4) or

EDLD 610 Social Science Research Methods (4)

EDLD 630 Comparative Education (4) (Surendra Subramani)

\*EDLD 610 Global Education Reforms and Systems (4) (Yong Zhao)

\*EDLD 610 International Measurement and Assessment (4) (Gina Biancarosa, Akihito Kamata, Kathleen Scalise)

\*EDLD 610 Technology in Global Education (4)

\*EDLD 610 Cross-cultural Teaching and Leadership (3)

\*EDLD 610 Cultivating Global Competency and Global Entrepreneurship (2)

\*EDLD 607: Global Education Field Study (8)

\*EDLD 607 & 609 Executive Leadership Institute (Capstone): (8)

\*New courses

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| Term | Course Number and Title | Credits |
| 1st Term | EDLD 510 Globalization and Education | 4 |
|  | EDUC 614 Educational Statistics or  EDLD 610 Social Science Research Methods | 4 |
|  | EDLD 630 Comparative Education | 4 |
| 2nd Term | EDLD 610 Global Education Reforms and Systems | 4 |
|  | EDLD 610 International Measurement and Assessment | 4 |
|  | EDLD 610 Technology in Global Education |  |
| 3rd Term | EDLD 607: Global Education Field Studies | 8 |
| 4th Term | EDLD 610 Technology in Global Education | 4 |
|  | EDLD 610 Cross-cultural Teaching and Leadership | 3 |
|  | EDLD 610 Cultivating Global Competency and Global Entrepreneurship | 2 |
| 5th Term | EDLD 607 & 609 Executive Leadership Institute | 8 |

**Course Descriptions (only for new courses)**

\*EDLD 510 Globalization and Education 4

This course is a graduate level seminar. It will examine the causes and impacts of globalization. It will first study the history of globalization and the many forces that led to the “shrink of distance.” It will study the impact of globalization on society, with a particular focus on the impact on education. This course will examine education in the changing context of globalization; surveys educational policy and practices in different nations; compares teaching methods and classroom activities in different cultures; and studies the implications of globalization for education.

Objectives

At the conclusion of this course, students will be able to:

* Develop a historical perspective on globalization
* Understand the impact of globalization on human society
* Appreciate the cultural foundations of educational policies and practices in different countries
* Understand the global context in which our students will live in the future
* Understand the implications of globalization for curriculum, pedagogy, and schooling.

EDUC 614 Educational Statistics 4 or

EDLD 610 Social Science Research Methods 4

EDLD 630 Comparative Education 4 (Surendra Subramani)

This course is a graduate-level seminar, focusing on major educational issues of concern to scholars in the field of Comparative Education.  Individual countries will be surveyed, but the major emphasis of the course will be upon educational concerns that transcend national boundaries. The cultural transmission of education and its ensuing intellectual captivity, equity of education across social classes, access to education by disadvantaged groups, and other basic, political and social issues of education will provide the essential elements of the seminar. "The origins of these problems, both within and outside the school system, the range of solutions attempted in various countries, the outcomes of planned interventions in the school, and factors that may be associated with the success or failure of educational reform" will be addressed (Altbach et al, 1986:3)

Objectives

At the conclusion of the course students will:

* Understand the basic concerns of Comparative Education as a field of inquiry;
* Be able to identify major conceptual topics of concern to scholars in Comparative Education;
* Be able to assess a country's educational system in relation to its role in the global political and economic arenas;
* Be able to assess the equity of a country's educational system;
* Understand the unique problems educational policymakers and practitioners confront in specific countries;
* Be able to suggest policy implications of educational interventions in selected countries;
* Understand the political and social circumstances that contribute to the existing educational system of their own country.

\*EDLD 610 Global Education Reforms and Systems 4 (Yong Zhao)

This course studies educational reform efforts undertaken by different educational systems over the past few decades. It will examine the specific policies, implementation strategies, driving factors, and their intended and realized outcomes of these reforms. It will also examine the cultural, economical, and historical contexts in which these reforms took place. The course will focus on reforms in a number of systems that represent different philosophical orientations, economical developments, and educational successes. It will cover systems in East Asian Region (e.g., China, Hong Kong, Singapore, Korea, or Japan), Nordic Region (Finland or Sweden), Europe (United Kingdom or Germany), Oceana (Australia or New Zealand), North America (USA or Canada), and South America (Brazil or Chile), South Asia (India), Africa (South Africa or Egypt), and the Mideast (Turkey, UAE, or Saudi Arabia).

Objectives

At the conclusion of this course, students will be able to:

* Develop a global perspective of educational changes
* Understand major reform efforts around the globe
* Understand the drivers of education reforms
* Understand effective and ineffective educational polices and practices in the global context
* Understand the conditions that enable education reforms
* Understand the differences and similarities of education systems and reforms across cultural and national boundaries
* Reflect on the purpose of education in the age of globalization

\*EDLD 610 International Measurement and Assessment 4 (Gina Biancarosa, Akihito Kamata, Kathleen Scalise)

\*EDLD 610 Technology in Global Education 4

This course studies the impact of technology on education in the global context. It will cover five major topics: a) capacities of today’s technology, b) potentials of technology for the learner, c) potentials of technology for the teacher, d) potentials of technology for the leader, and e) the impact of technology children’s lives, curriculum, and organization of learning. It will examine these topics with specific examples of technology uses in different countries and contexts.

Objectives

At the conclusion of this course, students will be able to:

* Understand the affordances and constraints of different technologies for educational purposes
* Understand different ways technology has been used to support education in different contexts
* Understand the conditions for effective uses of technology to support education
* Use technology to improve the effectives of school management, instruction, and learning
* Develop technology-supported educational initiatives to facilitate global connection

\*EDLD 610 Cross-cultural Teaching and Leadership 3

This course examines issues arising from teaching and leading educational institutions in culturally diverse settings, in which students and parents come from a diversity of cultural backgrounds. Such settings could include schools enrolling a diverse population of migrant students or located in a community where the dominant culture is different from that of the teacher or leader, such as international schools. Due to the cultural differences, students and parents may have different perspectives, expectations, learning styles, and behaviors. This course will study the challenges presented by cultural differences and explore ways to effectively address them.

Objectives

At the conclusion of this course, students will be able to:

* Understand different ways culture may affect teaching and school organization
* Understand different perspectives on educational process and outcomes
* Develop culturally sensitive approaches and strategies to work with students and parents from different cultures
* Create culturally responsible organizational and classroom structures and activities to support the learning of students from diverse backgrounds
* Appreciate the value of cultural diversity

\*EDLD 610 Cultivating Global Competency and Global Entrepreneurship 2

This course explores the essential skills, knowledge, attitude, and perspectives required to live successfully in the age of globalization: global competency and global entrepreneurship. It will examine the definition and ingredients of global competency and global entrepreneurship and study ways to cultivate them. The course will guide students to develop curriculum and learning activities to develop global competency and global entrepreneurship. It will also include discussions and reviews of assessment of these two concepts.

Objectives

At the conclusion of the course, students will be able to:

* Understand the different definitions of global competency and global entrepreneurship
* Understand the importance of global competency and global entrepreneurship as an educational goal
* Develop curriculum materials and educational activities to develop global competency and global entrepreneurship
* Apply appropriate assessment tools to assess global competency and global entrepreneurship

\*EDLD 607: Global Education Field Study 8

This course consists of two-weeks intensive field study of educational issues. The students will be together on location in an education system to systematically and comprehensively examine its various aspects from a global perspective. Led by an experienced international education scholar, the cohort will visit and hold discussions with education policy makers, researchers, education leaders, teachers, students, and parents to fully understand the complex institution of education. They will also visit classrooms, observe instructions, and visit student homes and observe outside school activities. Students will use this opportunity to apply what they have learned from other courses to analyze educational issues from a comparative perspective and synthesize the various theories and concepts they have learned in context.

Objectives

At the conclusion of this course, students will be able to:

* Develop systematic perspective on education in context
* Understand the intricate relationships among the various stake-holders in education
* Understand the role of politics, policy, economics, culture, and other societal factors in education
* Develop an in-depth understanding of one educational system from a global perspective
* Develop a systems approach to analyze educational issues

\*EDLD 607 & 609 Executive Leadership Institute (Capstone): 8

This course provides the opportunities for students to develop their final product for the degree. Advised by a scholar of their choice, students work on a selected topic and produce a significant, authentic, and tangible product. The product can be a research paper or book, a video presentation, a plan for school improvement, or a curriculum for developing global competency. The student will be required to make an oral presentation in addition to the product. This course will be conducted in small groups and devoted to support the students in completing their final product.

Objectives

At the conclusion of this course, the students will be able to:

* Complete a product of significance on a topic approved by the instructor
* Make an oral presentation of their topic in public

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| **Program Prerequisites** Applicants must have completed a bachelor's degree and have typically earned a 3.0 GPA on the most recent degree. |
| **Application, Deadlines, and Admission** Students are admitted to the College of Education programs on a competitive basis. The degree has a restricted enrollment; therefore, not all students who meet the minimum requirements are admitted. Further details about each application item can be found under [Application Instructions](http://education.uoregon.edu/feature.htm?id=1342).  Applications are accepted at any time. Please have all required application materials submitted to both the department and to the Graduate School (UO Admissions) at least 4 weeks before the beginning of the term in which you are interested in beginning, (6 weeks before fall term). |